

Spring
1999

Advancing to the Millennium

by Rick Ginsberg, Ph.D., Director

I am pleased to share some thoughts with you in this, our first annual newsletter for alumni and teacher licensure graduates. The School of Education is undertaking several exciting initiatives as we prepare for the new millennium while at the same time continuing to foster links to our cherished past. In this newsletter you'll read about new programs and degree name changes; retiring faculty and their replacements; students, graduates and faculty being recognized for excellence; and important research contributing to the development of Colorado's schools. Our desire is to foster closer contact with our alumni and graduates, and we sincerely hope that you will let us know what you are up to. Only through a close collaboration with those who have come through our programs can we set the proper direction for the future. I hope you enjoy reading about what is happening in "your School" and look forward to many interactions with you in the years ahead.

THE FLOOD

No discussion of the School of Education is complete without mention of the flood of July 28, 1997. That date will always be imbedded in my mind, not only for the devastation it wrecked across our campus, but because my daughter was born that very day. Thank goodness my wife and I had a girl as we would have felt compelled to name a boy Noah! But despite the joy brought to my family, the School of Education was not so lucky. Specifically, in the basement of the building, 17 offices, a recently renovated counseling lab and a College supported computer lab for students were destroyed. Ten faculty and several graduate students were displaced and lost all professional and personal belongings in their offices. The entire School of Education building was not fully functional for months, and we lost years of important records.

Other areas of campus, most notably the library and the student center, were similarly impacted. But just as we often try to find joy in even the worst of circumstances, I am pleased to report that the School of Education has emerged from the flood even better than before. We completely redesigned the basement, with seven rebuilt classrooms, a new counseling lab, a new conference room, new office space, and other facilities.

We were also able to build six new faculty offices on the first floor and seven new offices on the second floor, along with redesigning classroom space and building a new

student computer lab on the second floor. Those of you who remember taking classes in the Education building in rooms with thin accordion walls that weren't soundproof will be interested to learn that we eliminated or redesigned all of our classroom space. The building is terrific, and although I don't want to minimize the emotional impact of the flood, we have come through in great shape.

HAPPENINGS

In recent years we have had a number of exciting happenings which will interest you. The most recent rankings by *U.S. News and World Report* placed the School of Education 12th in the nation in vocational education. Also, a significant change took place in spring of 1998 when the Colorado Commission on Higher Education agreed to change the name of our M.Ed. and Ph.D. degrees from Vocational Education to Education and Human Resource Studies. After careful consideration and consultation with many graduates and practitioners, we felt that the new name better represented the kinds of programs being offered in the School. At the same time, the faculty is working to collapse and refine the number of specializations offered in the master's and doctoral degrees. We continue to offer a Master's of Science degree in Student Affairs in Higher Education.

Programmatically, a number of innovations are very exciting. In July of 1996 we implemented a new teacher licensure program using a professional development school (PDS) model. As part of John Goodlad's National Network for Educational Renewal, the School's involvement in the Colorado Partnership for Educational Renewal puts us in the company of several Colorado universities and school districts working together to improve teacher preparation and student learning. Our current teacher licensure students go through a four-phase program which includes classes taught on-site in one of our five partner high schools prior to student teaching. The evidence we have collected suggests that our graduates are very proficient and highly regarded by school districts. We also continue to support Project Promise, a former Colorado Commission of Higher Education "Program of Excellence" which was cited in the report of the National Commission on Teaching and America's Future as an exemplary, mid-career alternative licensure program. The Rocky Mountain Teacher Education Collaborative (RMTEC), a National Science Foundation (NSF) project to reform the training of mathematics and science teachers, is completing its fifth and final year. On three campuses (Colorado State University, Metropolitan State College of Denver, and University of Northern Colorado) not only have educational methods courses been revised but courses in the mathematics and science disciplines have been restructured to provide new models of mathematics and science teaching. All of our licensure programs were accredited by the National Council for accreditation of Teacher Education (NCATE), and our counseling program received the prestigious accreditation of the Council for Accreditation for Counseling and Related

Comings and Goings

During this past few years there have been personnel changes in the School of Education--retiring and new faculty.

Harold B. (Tex) Anderson is now fully retired. He was first appointed in 1966, and he ably served the department/school in many capacities throughout his tenure. **Betty Fry** is also fully retired. She was appointed in 1991 and provided excellent leadership for the business and marketing education programs at CSU and in the state. **Lonnie Wood** (appointment in 1970) and **Chuck Porter** (appointment in 1972) are on transitional retirement. After prior service in teacher licensure (Lonnie) and community education (Chuck), they are now providing leadership and "tag-teaming" the principal and administrator cohort licensure program which they were instrumental in creating. **Dean Brown** (appointment in 1967), a familiar and welcome face in science education across the state, retired a few years ago. These individuals have provided strong leadership and service throughout over 120 years of service, and they will be missed.

The "new faces" in the School of Education will help mold the programs of the future. **Orlando Griego** received his Ph.D. at Colorado State in 1997 in Human Resource Development, and he is continuing his teaching and research

in that program, integrating technology into course delivery. **Valerie Middleton** received her Ph.D. at Colorado State in 1997 in Teacher Education/Staff Development, and she is currently integral to our work with professional development schools and multicultural education. **Angela Paccione** received her Ph.D. from Colorado State in 1998 in Teacher Education/Staff Development. She continues her work with Project Promise and multicultural education and is additionally moving into the Educational Leadership graduate program. The hiring of these individuals contributes some much-needed diversity to our faculty.

The two newest faculty members started this fall, and they bring important expertise to our faculty. **Suzanne Tochtermann** received her Ed.D. from The George Washington University in 1998 in Education and Special Education. She is currently providing leadership in the professional development school at Thompson Valley High School. **Teresa Yohon** received her Ph.D. in Community and Human Resources in 1996 from the University of Nebraska. Her work in the School is concentrated in business and marketing education, and additionally she is providing leadership in the technology course for teacher licensure candidates. ♦

Accolades to our Students, Alumni and Faculty

Student **Laura David**, a teacher licensure candidate who recently taught at Cache La Poudre Junior High School, was the winner of the 1998 William O. Eddy Scholar Award. She is a mathematics education major, completed the NSF-sponsored Rocky Mountain Teacher Education Collaborative (RMTEC) course work for training mathematics and science teachers, and was designated as a RMTEC Scholar. Laura is President of the Student Honors Council and has been an Honors Peer Adviser for the past three years.

Dr. Reynaldo L. Martinez, Jr., an associate professor in the Department of Educational Leadership at Oklahoma State University, was recently voted President-elect of the Oklahoma Vocational Association. Dr. Martinez received his Ph.D. in Vocational Education from CSU in 1990.

Ray Chelewski, a teacher of agriculture in Presque Isle Regional Technology Center in northeast Maine, was the recipient of the prestigious Outstanding Teacher of 1998 from the Walt Disney Company's American Teacher Awards program. He is the first vocational-technical educator to receive the award. The award carried a \$25,000 honorarium for Mr. Chelewski, along with \$25,000 to his school and \$10,000 to his district. He is a 1975 graduate of CSU's teacher licensure program.

Dr. Diana Van DerPloeg, former President of Gateway Community-Technical College in New Haven, Connecticut, was selected as one of the Top 80 Leaders in Higher Education in 1998 by the American Association of Higher Education. Her award was noted in the January/February 1998 issue of *Change* magazine. She also was selected as one of 20

Noteworthy Women by the New Haven Business Times. Dr. Van Der Ploeg received her Ph.D. in Community College Administration from CSU in 1992.

Dr. Dorothy Horrell, former President of Red Rocks Community College, was selected as one of the Outstanding Alumni by the CSU Alumni Association in 1998. Adding to her honors, she was appointed as the President of Colorado Community College and Occupational Education System in late 1998. Dr. Horrell received her Ph.D. in Community College Administration from CSU in 1992.

FACULTY AWARDS

Jim Banning was the recipient of the 1997 College of Applied Human Sciences Outstanding Teacher Award and the 1997 Robert P. Cooke Award for Outstanding Article: *American College and University Housing-International*. **Tim Davies** received the Provost's N. Preston Davis Award for Instructional Innovation in 1997. **David Whaley** was the recipient of the 1997 College of Applied Human Sciences Outstanding Adviser Award. **Gary Geroy** won the 1997 Citation of Excellence Award from the ANBAR International Scholars Forum. **Cori Mantle-Bromley** received the 1996 College of Applied Human Sciences Outstanding Teacher Award. **Gene Gloeckner** was awarded the 1996 Mortar Board Outstanding Professor Award. **Betty Fry** was elected to the Colorado Vocational Association Hall of Fame in 1996, and **Duane Jansen** was elected in 1998. **Chuck Porter** received the 1997 Outstanding Service Award from the Community Education Association.

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Educational Programs (CACREP). Recently, The Ohio State University, as part of a federally-funded grant, selected the School of Education's teacher licensure program as a noteworthy example of contextual learning, and a case study is being generated about our approach.

PROGRAM INITIATIVES

We have also undertaken several new program initiatives, many utilizing mixed-media delivery formats. We have several cohorts of students in a master's degree program in Human Resource Development at CSU's Denver Center and one through the Colorado National Guard. We are involved in discussions with representatives from several North African and Middle Eastern countries about delivering this program overseas using distance technologies. Both the Ph.D. specialization in Community College Leadership and the master's specialization in Adult Education and Training are being delivered across the state in a cohort model utilizing two-way interactive television, the Internet, and monthly face-to-face meetings of students. Cohorts of students from Wyoming and Iowa are also being started. We are currently planning to start a Ph.D. program in Educational Leadership on the western slope, a master's program in Educational Leadership in the Sterling area, and we are negotiating with several campuses of DeVry Institute across the country to deliver a Ph.D. program utilizing distance technologies. We hope to have cost-effective digital satellite up-link capabilities early next year which will allow the School of Education to provide courses and professional development activities to areas in the state and nation heretofore inaccessible to us. Obviously, we are among the leaders in Colorado and the nation in the design and delivery of such programs, and we

anticipate significant growth in the near future. Any ideas you have for our programs would certainly be welcome.

Another exciting initiative recently undertaken was our yearly conference for alumni and local teachers engaged in our professional development school activities. For our alumni, this is one way of emphasizing our appreciation for your support, and we hope you will want to stay in touch after you finish your program. Last year was our inaugural conference that included numerous free professional development sessions and a luncheon speaker, Dr. Barnett Berry, the Associate Director of the National Commission on Teaching and America's Future. ***This year, the conference is scheduled for April 30, 1999, to be held at the University Park Holiday Inn near campus.*** Dr. Cal Frazier, former Colorado Commissioner of Education and current Research Associate for the National Network for Educational Renewal will be the featured speaker, along with several professional development sessions on a variety of topics. We hope that you will be able to join us. Please see the enclosed letter for more information about this year's conference.

I could go on for quite some time highlighting the innovative efforts the School is undertaking. I hope that you share the excitement regarding all the new initiatives. Below is a form for you to provide some information about what you are up to, and we hope that you will keep in touch as to your needs, interests, and concerns. Please feel free to e-mail me directly with any advice (ginsberg@cahs.colostate.edu) and be sure to visit the School's website at <http://www.colostate.edu/depts/SOE/>. Look for our newsletter each year as a means for maintaining contact with colleagues and friends associated with "your" School of Education. ♦

*Please mail to: School of Education, Room 209, Education Building,
Colorado State University, Fort Collins, CO 80523-1588.*

LET US KNOW WHERE YOU ARE AND WHAT YOU'RE DOING!

Name _____

Address _____

Years at CSU 19____ - 19____ Program of Study _____

Current Position _____

Comments or any news you'd like to share for the next Newsletter: _____



Dear Alumni and Friends:

Plans for the **Second Annual School of Education Spring Conference** are underway. The date is **Friday, April 30, 8:30 a. m. to 2:30 p. m.** at the **University Park Holiday Inn** near campus.

Tentatively, the schedule will be as follows:

8:30 - 9:00 a.m.	Coffee and Conversations
9:00 - 9:30 a.m.	Welcome
9:30 - 10:45 a.m.	Concurrent Sessions (3-4 options)
10:45 -11:00 a.m.	Break
11:00 - 12:15 p.m.	Concurrent Sessions (3-4 options)
12:30 - 2:30 p.m.	Luncheon and Speaker

The concurrent sessions in the morning will address topics such as technology, legal liability, content area updates, career development, group facilitation skills, alternative teaching strategies, tech. prep., gifted education, and feature some of the SOE faculty and graduates. The day will conclude with lunch and our speaker, Dr. Cal Frazier, Research Associate, National Network for Educational Renewal and former Colorado Commissioner of Education. Cal has been a long-time educational leader in Colorado and friend of Colorado State University. We are excited to share some time with him.

We hope that you will consider joining our faculty, alumni, and professional development school colleagues for this one-day conference. You are free to invite a guest. The cost is minimal, only \$18 to cover lunch and coffee breaks. The School of Education is picking up the rest of the cost. Also, continuing education credit will be an option.

Because we will need to know the number of people attending to order food and make meeting room arrangements, please complete the registration form at the bottom of this page and send it along with a check for lunch (\$15 per person, payable to the University Park Holiday Inn) by Friday, **April 10**. Mail registration and check to Carol Mathena, School of Education, Colorado State University, Fort Collins, CO 80523-1588. We will reply to you, asking for your preferences for concurrent session topics. If you have questions, please contact Carol at 970-491-6317 (phone), 970-491-1317 (fax), or mathena@cahs.colostate.edu (e-mail).

We are looking forward to seeing you and sharing in this professional development opportunity.

Sincerely,

Rick Ginsberg, Director
School of Education

REGISTRATION FORM

SECOND ANNUAL SCHOOL OF EDUCATION SPRING CONFERENCE

Name _____ Current Position _____

Address _____

Any Special Dietary Needs (e.g., vegetarian) _____

_____ I am interested in receiving continuing education credit for participation in this workshop (plus additional hours arranged). The cost for this one-credit course will be \$50. Registration and payment will be handled on the day of the conference.

RESEARCH NEWS – The Colorado PLACE Exam

by Dr. Brian Cobb, Professor and Co-Director of the Research and Development Center

Perhaps no two issues in the reform of public and higher education in this country have evoked as much discourse during the past decade as the issues of standards and assessment. As our understanding of the policy contexts for both these issues become more and more mature, it has become clear that they are not two issues, but rather two sides of the same issue. In 1991, the Colorado General Assembly passed the Educator Licensing Act, redefining the professional standards that must be acquired by Colorado teachers, administrators, and support personnel. The Act also mandated the Colorado Department of Education to implement an assessment program that was consistent with those professional standards, subject to the approval of the Colorado State Board of Education. After determining that the existing licensure test was inadequate to address this charge, the Colorado Department of Education contracted with a testing company to develop and administer a better-aligned assessment system which became the PLACE (Program for Licensing Assessment for Colorado Educators). The PLACE includes four different test batteries: (a) Basic Skills - three separate tests in reading, mathematics, and writing); (b) Liberal Arts and Sciences - one test measuring broad knowledge in physical science, history and social science, arts and humanities, and communication; (c) Professional Knowledge - three different tests (elementary, middle school, secondary) measuring pedagogical skills; and (d) Content Areas - 42 different tests measuring specific subject matter content knowledge in areas such as languages, art, science, math, English, etc.). All prospective teachers must pass the Basic Skills tests and the Liberal Arts and Sciences test, the Professional Knowledge and Content Area tests for the level and subject(s) for which they are seeking a license to teach (i.e., middle level and social studies or secondary level and mathematics).

Over the past three years, **Dr. Brian Cobb** in the School of Education, with the assistance of two grants from the Colorado Commission on Higher Education, has studied the validity of these PLACE examinations. By analyzing test information from over 11,500 test scores from five different colleges and universities in Colorado, he has come up with several conclusions about the PLACE test battery.

First, the PLACE battery of tests appear to demonstrate good construct and systemic validity. They seem properly located and administered within the Colorado Department of Education, and their general

content design --the four batteries --are well-aligned with professional expectations nationally. Perhaps most important, the public has a right to the “face validity” inherent in the requirement to pass a rigorous, standardized battery of tests to become a teacher of its children.

Second, the Colorado Department of Education may want to explore reducing the testing burden of the PLACE batteries by selectively allowing colleges and universities to apply for waivers for some students on some tests. For example, a college might be able to show from past test scores that every teacher licensure student who had an SAT Reading test score of 550 or higher had passed the Basic Skills Reading test by a margin of at least one standard error above the passing cutoff score. Future students with similarly high SAT Reading scores might then be granted a waiver from taking that specific test.

Third, the relatively substantial differences in passing/failing rates in the different content area tests would suggest validity and/or norming inequities that appear greater than would be expected due to differences in preparation. Further validity testing seems warranted in areas that produce the highest and lowest failure rates.

Fourth, examinees who are ethnic minorities achieve significantly lower scaled scores across all four test batteries than their white (non-Hispanic) peers. Bias in the development of the test items would not appear to be the source of these variations, however, since several checkpoints for cultural sensitivity and lack of bias were included in the test development processes. More research is needed to better understand the etiology of these variations.

Fifth, there are some sub-area scores that would be very useful to content and licensure departments for program improvement. However, the information sent to the licensure departments (in hard copy and on diskettes) summarizing that institution’s examinees is not very user-friendly. The testing contractor might be able to make that information more usable with a different format to the diskettes.

Finally, an institution’s pass/fail rate would not be a good indicator for use by the Colorado Department of Education in accreditation reviews or performance audits of the content area departments or the licensure department. There are simply too many competing explanations for higher or lower pass/fail rates (than the quality of the curriculum and instruction) to make those pass/fail rates a good measure of institutional quality. ♦

PARTNERSHIPS

The School of Education has been instituting a new teacher preparation model over the past several years. Integral to our changes are the collaborations which have been established with area high schools. Currently, we have five professional development schools (PDSs): Centennial High School, Fort Collins High School, Poudre High School, Rocky Mountain High School, and Thompson Valley High School.

Our colleagues at these schools are contributing immeasurably to the quality and relevance of our licensure program. Various CSU classes (Diversity and Communication, Instructional Methods and Assessment, Exceptionality-Inclusive Education) meet at the schools, and as a part of each class, our licensure candidates work collaboratively with the teachers. They become a part of the school in all respects and the “match-up teachers” provide expert guidance in helping them to become competent professionals.

Dr. Sharon Blocker was the key person in getting the PDSs started, and she worked directly with faculty and administrators at Rocky Mountain High School and Fort Collins High School to establish and develop the PDS relationships. Sadly, she passed away in the fall of 1997. An annual scholarship for a preservice teacher candidate has been established in her memory. We miss Sharon greatly, but daily we are reminded of her valuable contributions to the PDS program. ♦

Accolades...

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FACULTY BOOKS

George Morgan and Orlando Griego (1998). *Easy Use and Interpretation of SPSS for Windows: Answering Research Questions with Statistics*. Mahwah, NJ: Lawrence Erlbaum Associates.

Gary Geroy & Wright, P.C. (1998). *Organization Needs Assessment: A Discussion of the Issues*. Five Dock, Sydney: St. Louis Press.

William Timpson, Burgoyne, S., Christine Jones (alum), & Jones, W. (1997). *Teaching and Performing: Energizing Your Classes*. Madison, WI: Magna.

Reiff, H., Gerber, P. & Rick Ginsberg (1997). *Exceeding Expectations: Successful Adults With Learning Disabilities*. Austin, TX: Pro-Ed.

Rich Feller & Walz, G. (1996). *Career Transitions in Turbulent Times: Exploring Work, Learning and Careers*. Greensboro, NC: ERIC/CASS and NCDA.

Nancy Hartley & Wentling, T. L. (1996). *Beyond Tradition: Preparing the Teachers of Tomorrow's Workforce*. Columbia, MI: University Council for Vocational Education. ♦